



THE APPLICATION OF GOOGLE CLASSROOM IN LEARNING ENGLISH: STUDENTS' INTERESTS

Puspita Sari Nasution¹, Utami Dewi*²

^{1,2} Universitas Islam Negeri Sumatera Utara

e-mail: ¹ puspitasarinasution@uinsu.ac.id, ^{*2} utamidewi@uinsu.ac.id

Abstract This study aimed to describe students' interests in the application of Google Classroom (GC) in learning English. The subjects of this study were ten students of the Religious Department who learn English subject. The instruments of data collection were questionnaires and interviews. The data were analyzed by using the theory of Miles and Huberman. The results showed that students' interest in learning by using online through Google classroom has four aspects include: (1) The students felt happy in learning English using Google Classroom was 60 %; (2) The students had a strong interest in using Google classroom in learning English was 50%; (3) The students gave strong attention in the process of using Google classroom was 40%; and (4) The students actively involved in using google classroom was 50%.

Keyword: Interest in learning, e-learning, Google Classroom

Abstrak Penelitian ini bertujuan untuk mendeskripsikan minat siswa terhadap pembelajaran elektronik melalui google classroom. Subyek penelitian ini adalah sepuluh mahasiswa Jurusan Pendidikan Agama Islam (PAI) yang mempelajari mata pelajaran Bahasa Inggris. Instrument pengumpulan data adalah angket dan wawancara. Data dianalisis menggunakan Miles dan Huberman. Hasil penelitian menunjukkan bahwa minat belajar siswa dengan menggunakan online melalui Google Classroom memiliki empat aspek antara lain: (1) 60% siswa merasa senang menggunakan Google classroom, (2) 50% siswa memiliki minat yang kuat terhadap Google Classroom, (3) 40% siswa memberikan perhatian yang kuat dalam proses penggunaan Google Classroom, dan (4) 50 % siswa terlibat aktif dalam penggunaan Google Classroom.

Kata Kunci: minat belajar; E-Learning; Google Classroom

INTRODUCTION

The covid-19 pandemic is first and foremost a health crisis in the world. Many countries have decided to close schools, colleges and universities. The spread of the coronavirus initially had a major impact on the world's economy, which began to sluggish. Therefore, now the impact is being felt by the world of education. The policies were taken by many countries including Indonesia by cancelling all educational activities. In this case, the government and institutions have to present alternative educational processes for the students.

According to Septian, A., Agustina, D., & Maghfrah, D. (2020), education is a medium that has an important role to help humans in developing their potential. Through education, there will be a process of empowering humans to become quality resources. Ulfa (2019) views that to improve the quality of human resources, it is necessary to have good education and right. Dewi, P.S. & Septa, H.W. (2019) stated that education is essentially a process to prepare humans to survive in their environment (life skills). Besides that, according to Hamimi, L, Zamharirah, R. & Rusydy (2020), the development of teachers as the main educational figures has an important role in the progress of education. Therefore, teachers are required to be able to develop the process of education either online or face to face. In fact, amidst the Covid-19 Era, the teachers and students cannot meet face to face in the classroom. They use various online media to meet virtually.

E-learning is now the main choice because of this pandemic. E-learning is a learning approach that implementation is not faced to face in class but online by using the internet. E-learning can be used like our conditions right now, because it is internet-based which means there is no need to come to the classroom (Yaumi, 2017), one of the tools used in Google Classroom. Therefore, e-learning is increasingly becoming an option because it can save costs, time, and is flexible (Kusuma, 2018).

Learning by using these technological advances can have a significant influence on the world of education to support the activities of the learning process. This is in line with the research of Saputra & Febriyanto (2019) said that technological developments can be used as a solution to innovate in the field of learning, especially in the manufacture and development of learning media so that the learning process is more interesting which has an impact on students' interest in learning.

Before the Covid-19 pandemic, online learning had been widely applied in blended learning approaches to support face-to-face learning in the classroom and to mediate the students' interaction and engagement in online classes. In general, Stone (2019) explained that students like online learning because this learning is flexible, accessible without the limitations of space and time. In addition, De Paepe, Zu and Depryck (2018) report that online learning can mediate students to build learning autonomy and help them meet their learning needs in language learning. Dymont, et.al. (2017) express doubts about the effectiveness of online learning for three reasons, namely the way the material is delivered, the relationship with students is limited and the assessment. Technically, Moorhouse (2020) concludes that there are at least two problems in online learning, namely learning is becoming lecturer centred and the interaction gap between lecturers and students is becoming wider due to various technical constraints and limited access.

The development of information technology in recent years has developed at a very high speed so that this development has changed the paradigm of society in seeking and obtaining information, which is no longer limited to newspaper, audio-visual and electronic information, but also other sources of information, one of which is via the internet. One area that has a significant impact on the development of this technology is the field of education. Implementing internet-based learning does not mean simply putting teaching materials on the web. In addition to

teaching materials, learning scenarios need to be prepared carefully to invite active and constructive involvement of the student in their learning process. The development of technology engenders many applications that can be used in the teaching-learning process during the Covid-19 Era. Some applications that are used by teachers are Zoom meetings, Google-Classroom, Google Meet etc. That application helps the teachers and students facilitate the teaching-learning process. Though it is the online classroom, the teachers and students have interaction with each other.

The teachers choose the applications based on some considerations. In this study, the Google Classroom was used to facilitate the teaching-learning process during the Covid-19 Era. According Izenstark and Leahy (2015) explained that the design of the Google classroom is familiar to students because they have used several products from Google via accounts. Google Apps has connectivity between Google Classroom and Google Drive accounts so you don't have to worry about saving documents on your computer. In the learning process, students are given assignments by the teacher and send the results of their reports to the Google Classroom application. In addition, students are given additional material to understand more widely the material that may not be conveyed directly in class. The advantages of Google classroom according to Janzen in Iftikhar (2016) are easy to use, time-saving, cloud-based, flexible anytime and anywhere, and free of charge. While the weakness is that there are no external services such as automatic question banks and private chats between teachers and students to get feedback (Pappas, 2015)

Al-Hikmah Tebing Tinggi is one of the campuses that has utilized e-learning as an e-learning medium in the current condition, namely the existence of covid-19. Given the importance of English, that's why English is made one of the compulsory subjects to be programmed to every educational institution, including for Religious Department at STIT Al-

Hikmah Tebing Tinggi. English learning activities at the school use e-learning media by utilizing the Google Classroom application. In the learning process, students are given assignments by the teacher and send the results to the application. Based on the problems and conditions above, the researchers are interested in conducting a more in-depth study of students' interests in learning English by using e-learning through Google Classroom on the campus of Al-Hikmah Tebing Tinggi.

METHOD

The type of research conducted is qualitative research, whose main focus is increasing student interest in English learning seen from student involvement with the use of the Google classroom application. The place of research was carried out on the campus of Al-Hikmah Tebing Tinggi. The population in this study were students majoring in Islamic Religious Education for the academic year 2020/2021. Sampling was done using the random sampling technique, where the selected sample is the students majoring in Islamic Religious Education. The sample in this study amounted to 10 people consisting of 7 women and 3 men.

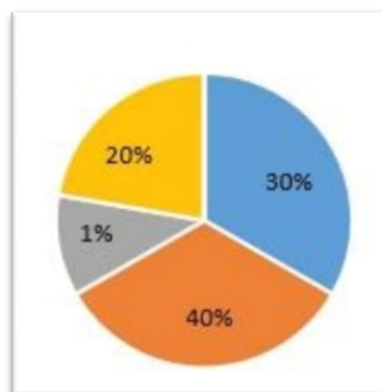
Collecting data in this study was a questionnaire to obtain data on student interest in English learning. The results of student interest in English learning use the percentage formula of the results data collection using a questionnaire. The questionnaire given is used to determine students' interest in E-learning. A questionnaire in the form is an open questionnaire that can provide answers or responses. The questionnaire was in the form of a students' response questionnaire. So, the data collection techniques use a questionnaire and interview. Suharsimi (2010:194) classification of questionnaires is divided into two types, namely: direct and indirect questionnaires, open and closed questionnaires. Those data were analyzed by Miles, Huberman and Saldana (2014) there are several stages, namely: (1) data reduction;

reducing data means summarizing, sorting out the main things, looking for themes and patterns. (2) Presentation of data (data display); after the data is reduced, then the next is the presentation of the data. The presentation of the data is done in the form of a brief description. (3) Conclusion and verification the next process is drawing temporary conclusions from the information obtained from the field.

RESULT AND DISCUSSION

The purpose of this study was to obtain information about the impact of the covid-19 pandemic on students' interest in English learning through e-learning with the Google Classroom application in the PAI class of Al-Hikmah Tebing Tinggi. A total of 10 respondents have provided statements and opinions that will be described and discussed as follows. The interest questionnaire in this study consisted of 4 aspects, namely: feelings of pleasure, student interest, student attention, and students' involvement. That aspect is organized into several indicators (safari, 2003).

The first questionnaire was used to ask the students' readiness in using Google Classroom in the process of teaching-learning in English subjects.

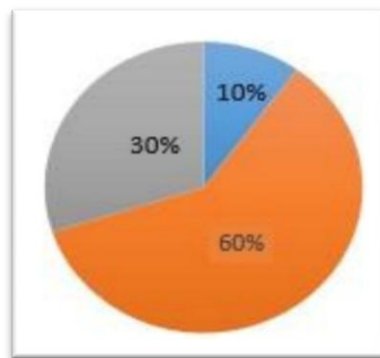


■ Very ready ■ Ready ■ neutral ■ no ready ■ unprepared

Figure 1. Students' readiness in using google classroom

The data from the students' responses showed that from 10 students, 30% of students were very ready to do e-learning using the Google classroom application, 40% of students were ready, 20% of students were neutral, and 10% of students were not ready . From the data above, it is known that most of students ready to use Google Classroom in learning English.

The second questionnaire was used to ask the students' feelings about using e-learning in the English teaching-learning process.



■ Very Happy ■ Happy ■ Unhappy ■ Very Unhappy

Figure 2. Students' feelings in using google classroom

The figure 2 showed that the average interpretation of students' feelings of pleasure in learning by using e-learning through Google Classroom. The result represented that 10% of students were the very happy, 60% of students were happy, and 30% of students were unhappy. The results represented that only few students were happy to use Google Classroom in learning English and most of students were unhappy to use Google Classroom in learning English. This shows that students feel happy with the learning done by the teacher because they have interaction with lecturer and classmates. Though using e-learning, students may ask questions and learn from internet media to understand the material provided by the teacher so that they can save time. As Bibi (2015) said that

the implementation of e-learning is efficient in terms of time because the material provided is independent for students.

Based on the result of interviews and observations with several students, information was obtained that students enjoy learning English by using e-learning through Google classroom. In addition, English learning using e-learning is also not difficult, because students can easily access it either from a computer or from an android phone with the internet assistant so that students are active every day with gadgets and online media. Students said that they got new experiences during e-learning. Though e-learning has advantages and disadvantages. Here is the example of the students' interview:

S1: belajar daring itu bagus, sebagai pengalaman baru dan juga dalam metode pembelajaran online ini termasuk pembelajaran bahasa inggris, karena bisa dilakukan kapan saja jika kita punya waktu luang. Tapi yang namanya tugas tetap harus dilaksanakan, kami harus tetap mengerjakan tugas-tugas tersebut karena ini adalah kewajiban kita sebagai mahasiswa, hanya saja jika ada yang membandingkan metode pembelajaran daring dengan metode pembelajaran dikampus, akan lebih menyenangkan jika belajar di kampus, karena jika kamu belajar dan pergi ke kampus kamu dapat bertanya langsung apa yang tidak dapat dipahamidan dapat berdiskusi langsung dengan teman secara bersama-sama, Bukankah itu akan lebih indah? Namun, bukan berarti saya tidak setuju dengan pembelajaran online. Namun, saya hanya menyampaikan pendapat dari saya saja."

On the other hand, students have different opinions that stated there were many difficulties in English learning using e-learning.

S2: dalam pembelajaran daring ini kami harus mempunyai kuota internet yang cukup dan sinyal yang memadai. Jika keduanya tidak tersedia maka proses belajar kami bisa terhambat."

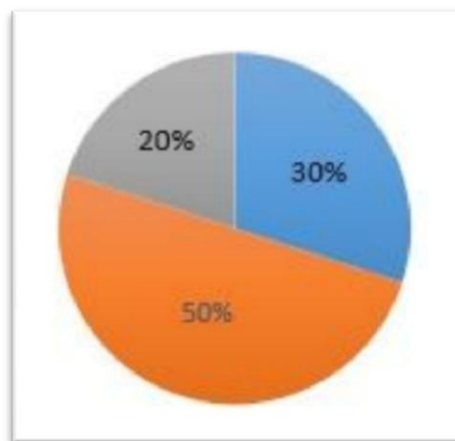
S3: Dalam pembelajaran online ini, siswa kurang bisa memahami apa yang dipelajari pada setiap materi bahasa inggris ini.

Similar to this, another respondent also stated:

S2: Pada E-learning ini khususnya pembelajaran bahasa inggris saya kurang memahami dan kurang setuju.

From the interview, it was concluded that English learning using E-learning gave a new experience in which the students learned autonomously and the time was flexible, while e-learning also made it the students difficult to understand the material because it was no direct interaction between student and teacher.

The second questionnaire was used to ask the students' interest in using Google Classroom in learning English.



■ Very interest ■ interest ■ No interest

Figure 3. Students' interest

The figure 3 represented that students' interest in English Learning using e-learning through Google Classroom. The percentages showed that 30% of students were very interested in using GC, 50% of students were interested in using GC, and 20% of students were not interested in using GC. This shows that most of students were interested in online when learning online through Google Classroom. Based on the results of

interviews of the students, it shows that they are very interested in English online learning.

Other researchers stated a similar idea that learning with using Google classroom slowly will make students feel helped to understand the learning material because the learning is not limited by time so that students can learn at certain times in the sense that they are not confined by time during class hours so that the questions that are felt to be difficult can be done (Gunawan and Stefani, 2018). In a longer time. This is following the opinion of Iftakhar (2016) which explains that Google classroom helps to monitor students to learn. Teachers can see all student activities during learning in Google classroom. The interaction between teachers and students is well recorded, making it easier to find out the discussions that take place in the classroom.

Gunawan and Stefani (2018) explain that learning using Google Classroom will be effective because it can see the level of errors made by students when solving problems given so that it becomes a reference.

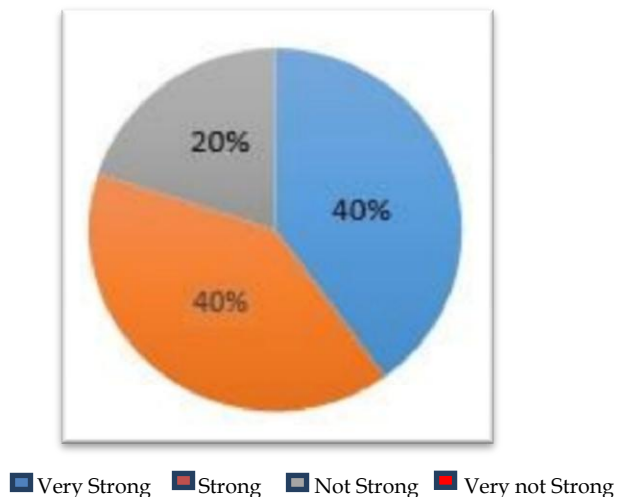
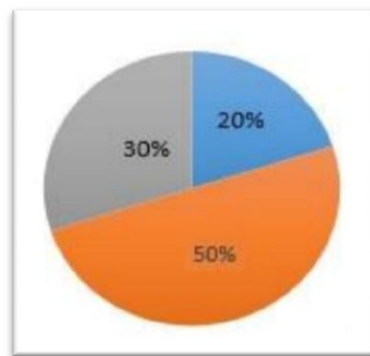


Figure 4. Students' attention

The percentages of students' attention to learning English by using e-learning through Google Classroom showed that 40% of students were

in the very strong category, 40% of students were in the strong category, and 20% of students were in the not strong category. This showed that students who pay attention to lessons conducted online are strong. Based on the result of interviews and with the students, it was found that e-learning/online learning made students pay attention to the learning. With online learning, it gives students full attention so that students were happy and challenged to take part in online learning in the classroom. In addition, every material given in the classroom makes it easier for them to understand it by reading it repeatedly and doing assignments or quizzes on time according to what has been determined in Google classroom.



■ Very Strong ■ Strong ■ Not Strong ■ Very not Strong

Figure 5. Student response in using google classroom

The students' response in learning English by using Google Classroom are 20% of students with a very strong category, 50% of students with strong category and 30% of students with not strong category. This showed that students are interested when learning English with e-learning through Google Classroom because they give response in learning English using Google Classroom. It also showed by students' assignment that submit in GC. The results of interviews with several students stated that during face-to-face in learning English students were more silent and difficult to ask questions related to ongoing learning, while online discussion with using Google Classroom. Students seem not ashamed to ask about the difficulties experienced in the material taught by

the teacher. With online discussions, students seem to respond to the questions from their friends so that there is active involvement in learning.

CONCLUSION

Based on the results of the discussion, there were some aspects of students' interests in learning English by using E-learning: (1) students felt happy in using google classroom, (2) students had a strong interest in google classroom, (3) students gave strong attention in the process of using google classroom, and (4) students actively involved in using google classroom. Though there were not all students that interested in English learning using google classroom, the e-learning system increase students' interest in English learning because it is necessary to anticipate the times with the support of information technology where everything is heading to the digital era, both mechanisms and content of learning.

REFERENCES

- De Paepe, L., Zhu, C., & Depryck, K. (2018). Online Dutch L2 learning in adult education: educators' and providers' viewpoints on needs, advantages and disadvantages, *Open Learning. The Journal of Open, Distance and e-Learning*, 33(1), 18-33. DOI: 10.1080/02680513.2017.1414586
- Dewi, P.S. & Septa, H.W. (2019). *Improving the problem-solving Ability and Mathematical Disposition of the student with problem-based learning*. *Mathema: Jurnal Pendidikan Matematika*, 1(1), 31-39.
- Djamarah, S. (2011). *Learning psychology*. Jakarta: Rineka Cipta.
- Gunawan, et al. (2018). *Development of virtual classroom with Google classroom in problem-solving skills (problem-solving) vector topics for vocational students to support learning*. *Proceedings of the national seminar on ethnomatnesia Mathematic education*. 340-348
- Dyment, J., Downing, J., Hill, A., & Smith, H. (2017). 'I did think it was a bit strange taking outdoor education online': the exploration of initial teacher education students' online learning experiences in a

- tertiary outdoor education unit. *Journal of Adventure Education and Outdoor Learning*, 18(1), 70-85. DOI: 10.1080/14729679.2017.1341327
- Hamimi, L, Zamharirah, R. & Rusydy (2020). *Analysis for the items for the seventh grade. Mathema: Jurnal Pendidikan Matematika*, 2(1), 1-10
- Iftakhar, S. (2016). Google Classroom: What Works and How?. *Journal of Education and Social Sciences*, 3(1), 12-18
- Istiqomah, et al. (2013). *Application of ICT-based blended learning achievement in basic sociocultural science (ISBD) di Prodi D-III midwifery FIK UNIPDU Jombang. JURNAL EDUHEALTH*, 3(2), 103-113.
- Izenstark, A.& Leahy, K.L. (2015). *Google Classroom for Librarians: Features and Opportunities. Library Hi Tech News*, 32 (9):1-3.
- Kusuma, dkk. (2018). Analisis Perilaku Pengguna Sistem E-Learning. Universitas Gunadarma. Diseminarkan pada Seminar Ilmiah Nasional Komputer Dan Sistem Intelijen Auditorium Universitas Gunadarma.
- Miles, M.B, Huberman, A.M, and Saldana, J. (2014) *Qualitative Data Analysis, A methods sourcebook*, edition 3, USA: sage Publications. Translated Tjetjep Rohindi Rohidi, UI Press.
- Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. *Journal of Education for Teaching*. Advance online publication (pp. 1-3). DOI: 10.1080/02607476.2020.1755205
- Pappas, C. (2015). *Google Classroom Review: Pros And Cons Of Using Google Classroom in e-Learning*. Accessed 1 Mei 2017 <https://elearningindustry.com/googleclassroom-review-pros-and-cons-of-using-google-classroom-in-elearning>
- Qomariah, S.S dan Ketut, R.S. (2016). Kualitas Media Pembelajaran, Minat Belajar, Dan Hasil Belajar Siswa: Studi Pada Mata Pelajaran Ekonomi Di Kelas X Iis Sma Negeri 12 Jakarta. *Jurnal Pendidikan Ekonomi dan Bisnis*, 4 (1), 33-47.
- Ridwan. (2016). *Easy learning research for teacher employees and beginner researchers*. Bandung: Alfabeta Rosdakarya
- Saputra, V.H. & Febriyanto, E. (2019). *Multimedia based learning media for mentally impaired children. Mathema: Jurnal Pendidikan Matematika*, 1(1), 15-23.

- Septian, A., Agustina, D., & Maghfrah, D. (2020). Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division (STAD) Untuk Meningkatkan Pemahaman Konsep Matematika. *Mathema: Jurnal Pendidikan Matematika*, 2(2), 10-22.
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Stone, C. (2019). Online learning in Australian higher education: Opportunities, challenges and transformations. *Student Success*, 10(2), 1-11. DOI: 10.5204/ssj.v10i2.1299
- Suharsini, A. (2010). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ulfa, M. (2019). Strategi Preview, Question, Read, Reflect, Recite, Review (PQ4R) in the understanding concept. *Mathema: Jurnal Pendidikan Matematika*, 1(1), 15-23
- Yaumi, M. (2007). *The Implementation of Distance Learning in Indonesian Higher Education*. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 10(2), 196-215